

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

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 MAR 29 2016 PM 1:54
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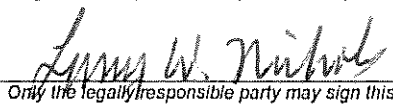
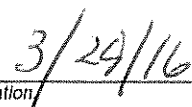
Schedule #1—General Information

Part 1: Applicant Information					
Organization name	County-District #		Amendment #		
Galveston ISD	084902				
Vendor ID #	ESC Region #			DUNS #	
1-74600921	04			079397204	
Mailing address			City	State	ZIP Code
3904 Avenue T			Galveston	TX	77550
Primary Contact					
First name	M.I.	Last name	Title		
Marcia	J.	Proctor	Director of Special Initiatives		
Telephone #	Email address		FAX #		
409-370-7496	marciaproctor@gisd.org		409-765-6384		
Secondary Contact					
First name	M.I.	Last name	Title		
Annette	A.	Scott	Asst Supintendent of Curriculum Instruction		
Telephone #	Email address		FAX #		
409-766-5122	Annette_scott@gisd.org		409-762-8391		
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Larry		Nichols	Superintendent
Telephone #		Email address	FAX #
409-766-5121		larrynichols@gisd.org	409-762-8391
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-16-102-121

Schedule #1—General Information (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 084902	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 084902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Galveston Independent School District (GISD) is requesting support for ACE after school programming at five centers, supporting eight campuses. Galveston is property-rich but poverty-populated. However, GISD struggles to have enough funding to meet the needs of the 74% economically disadvantaged students and 42% academically at risk students it serves. The campuses selected for participation in this grant have even higher rates of economically disadvantaged and academically at risk students, as detailed below. GISD is a Chapter 41 district known as Robin Hood in the state of Texas. This means that GISD is required to send \$14 million annually to TEA, who disperses the money to property-poor school districts throughout the state. Additionally, since 2008 when Hurricane Ike devastated the island, GISD has expended over \$17 million to rebuild and repair schools. Unfortunately, FEMA (Federal Emergency Management Agency) has not yet repaid their commitment to reimburse GISD for these expenses.

GISD is proposing to serve students at five centers, three are on elementary school campuses, one on a middle school campuses (grades 5 – 8), and one is a K-8 campus, that is isolated from many community resources because it is across Galveston Bay on Bolivar Peninsula. Four of the GISD campuses that are proposed to be served are designated by TEA and the federal government as "Improvement Required" campuses, three of which serve middle school campuses, the other is an elementary campus (Burnet Elementary). One private school is proposed as a feeder to one of the elementaries. The other three campuses, although rated academically acceptable, struggle every year to meet expectations because of factors such as a highly mobile population, high at risk and economically disadvantaged students, lower attendance rates, and a high rate of discipline placements. The minority group percentages on these campuses exceed the district average and the white population is 6% lower than the district average. The table below compares data from the eight grant campuses with data points from the GISD and state data on the same factors. As is evident in examining the gaps, the proposed grant campuses are the most in need in GISD across all the indicators that research has shown to be risk factors challenging academic achievement. The grant campuses, when compared to all GISD schools and to the State, have higher numbers of African American (AA) students, lower number of white students, higher numbers of economically disadvantaged, LEP, At Risk, Homeless students, higher discipline placements, higher mobility rate and lower attendance rate.

GAP Chart	AA	H	W	Eco Dis	LEP	At Risk	Homeless	Discipline Place	Mobility Rate	Attend Rate
Grant Schools	32%	48%	17%	88%	23%	64%	15%	13.0%	21%	93%
GISD	24%	49%	23%	74%	17%	42%	10%	4.0%	19%	94%
Gap from GISD	+8	-1	-6	+14	+6	+22	+5	+9	+2	-1
State	13%	52%	29%	59%	18%	51%	NA	8.0%	17%	96%
GAP from State	+19	-4	-12	+29	+5	+13	NA	+5	+4	-3

If the data from the grant schools is disaggregated even further it shows that the data on behavioral indicators and academic indicators show that African American students in the grant schools have even higher gaps than the average data. Third grade AA students average on 50% on the 2015 STAAR reading, 20% lower than the average GISD 3rd grader, 26% lower than Hispanic students in GISD, and 27% lower than the state 3rd graders. 30% of AA students are suspended versus 17% of all students in GISD. The average suspension is 1.5 days versus .5 day for Hispanic students and .4 day for White students. Juvenile delinquency rates in Galveston are among the highest 15 areas in the state. As part of the needs assessment for this proposal GISD conducted a survey of parents on the grant campuses and found that 29% do not have a HS diploma or equivalent, over 51% are in single parent or non-traditional living arrangements, 23% do not speak English. Over 50% of parents desired to attend classes on how to help their child succeed academically.

Based on this data, GISD is proposing a research based program in partnership with several community organizations to provide an innovative and engaging after school program to meet the needs of the students and their families.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This ACE project has 5 objectives:

1. Improve Academic Achievement for all students
2. Improve behavior indicators for African American students
3. Improve the number of parents accessing the parent student information portal and the number of parents with the skills to assist their child academically
4. Improved access to healthy food and physical fitness for students and families
5. Increased college and career readiness and knowledge for students and parents, including an increase in number of parents with a GED and the ability to speak English

Each center will operate for a minimum of 12.5 hours a week and 6 weeks in the summer (5 days a week, 8 hours a day) for a total of 36 weeks. The goal is to have at least 975 students that attend ACE program 45 days or more. Additionally, the grant plans to serve at least 550 parents.

ACE program activities will include small group targeted tutoring for most at risk students identified by campus as Response to Intervention Tier 2 and Tier 3 students, provide them with individualized access to online programs to improve their math and reading skills. All activities will be in one of the four component areas: academics, enrichment, parent and family engagement, and college and career readiness. GISD will use the ACE logic diagram to plan and evaluate all activities to ensure meeting the measures of effectiveness (academic improvement, improved student behavior, improved school day attendance, increase in graduation rates, and increase in grade promotion rates).

Specialized health and nutrition activities will be offered by the YMCA. AVID project based learning activities will be planned to increase college and career awareness. Guest speakers and field trips will focus on careers and colleges. Students will engage in project based learning activities such as Lemonade Day entrepreneurship, STEM, and STEAM activities. Students will write in their own journal daily and will have quiet reading time each day, as well as have stories read to them daily. Programs offered will include character building programs to decrease bullying, drug and violence prevention programs, mental and physical health education programs. Parent programs will include joint activities with their children to improve the child's academic achievement. STAAR Success Family Nights will be held. Family cooking and gardening classes will be held.

The GISD ACE project will hire a curriculum writer/facilitator for the sole purpose of ensuring that the programs for students are of high quality, are TEKS aligned, are delivered using the 5E model, are engaging, and result in higher student achievement. The curriculum facilitator will also be responsible to ensure that ACE instructional staff are provided sufficient professional development opportunities to implement high quality programming, as planned.

A Family Engagement Specialist will be hired to facilitate the many parent and family activities planned. A parent resources center will be created at each of the 8 campuses, providing parents with academic and community resources.

The grant evaluator will meet with the ACE project team, the district coordinator, the site coordinators, the FES and the Curriculum Facilitator and review the project status and outcomes at the end of each semester so that the ACE team can make any necessary adjustments in order to achieve the grant objectives.

A Community After School Advisory Council will be formed and meet twice annually to develop a sustainability plan and to review the outcome data and make recommendations to the ACE team. GISD is fully committed to sustaining the ACE program in the future, but sustainability is currently roadblocked due to Robin Hood and FEMA.

GISD has demonstrated that the ACE projects we have had in the past have improved student performance on the STAAR test and that ACE students have scored 3% higher on Math STAAR and 6% higher on Reading STAAR than other students in their school. The 8 grant campuses (5 program centers) desire to share this success in academics and are confident that the ACE project will provide the resources necessary for this success.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 084902	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,163,613	\$	\$1,163,613
Schedule #8	Professional and Contracted Services (6200)	6200	\$80,000	\$15,000	\$95,000
Schedule #9	Supplies and Materials (6300)	6300	\$57,000	\$	\$57,000
Schedule #10	Other Operating Costs (6400)	6400	\$171,000	\$	\$171,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,471,613	\$15,000	\$1,486,613
Percentage% indirect costs (see note):			N/A	\$58,387	\$58,387
Grand total of budgeted costs (add all entries in each column):			\$1,471,613	\$73,387	\$1,545,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,545,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$77,250

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 084902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$65,000
5 Site coordinator (required) \$50,000 each	5		\$250,000
6 Family engagement specialist (required)	1		\$50,000
7 Secretary/administrative assistant		.5	\$13,000
8 Data entry clerk		.5	\$13,000
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title Curriculum Writer	1	52,000	\$52,000
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$443,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay @ 25.00			\$419,000
25 6121 Support staff extra-duty pay @10.00			\$250,000
26 6140 Employee benefits (note to main add \$108)			\$151,748
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$720,613
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,163,613

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	The Children's Center	\$15,000
2	YMCA	\$50,000
3	Evaluator	\$15,000
4	Smart Family Library	\$15,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$95,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$95,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$57,000
Grand total:		\$57,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$1,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$10,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$11,000
Remaining 6400—Other operating costs that do not require specific approval:		\$160,000
Grand total:		\$171,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 084902		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	849	32%	Attendance rate	94%
Hispanic	1,290	48%	Annual dropout rate (Gr 9-12)	N/A%
White	449	17%	Students taking the ACT and/or SAT	N/A%
Asian	27	1%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	2,359	88%	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	606	23%	Students classified as "at risk" per Texas Education Code §29.081(d)	64%
Disciplinary placements	95	34%		

Comments

Crenshaw School (K-8), although small (150 students) was chosen for participation because of their geographic isolation, their high mobility rate, the lack of support services on Bolivar peninsula, and the lack of diverse activities for students to engage in.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	46	22%	No degree	0	0%
Hispanic	51	24%	Bachelor's degree	140	80%
White	10	52%	Master's degree	32	18%
Asian	3	1%	Doctorate	2	1%
1-5 years exp.	68	39%	Avg. salary, 1-5 years exp.	\$46,630	N/A
6-10 years exp.	44	25%	Avg. salary, 6-10 years exp.	\$47,886	N/A
11-20 years exp.	37	21%	Avg. salary, 11-20 years exp.	\$51,968	N/A
Over 20 years exp.	26	14%	Avg. salary, over 20 years exp.	\$59,202	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	344	295	304	298	252	251	204	190	189	200					2513
Open-enrollment charter school															
Public institution															
Private nonprofit	19	16	15	11	7	11	14	11	12	14					130
Private for-profit															
TOTAL:	373	311	310	301	250	272	219	201	201	214					2643

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Schedule #13—Needs Assessment

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston is a property-rich but poverty-populated city. The median family income in Texas is \$61,066 while Galveston's median family income is \$37,318. However, GISD is required to send \$14 million of local taxpayer dollars to the state (Texas Education Agency) through the Robin Hood Plan of school finance. Yet GISD students have higher rates of economically disadvantaged, homeless, and at-risk students than the state averages. If GISD could keep their \$14 million annually to serve our most at-risk students, this funding for extended learning opportunities after school would not be needed. Before developing this proposal, GISD conducted a comprehensive community and family needs assessment and reviewed previous study data. In 2012, the Galveston Sustainable Communities Alliance (GSCA) conducted a community needs assessment and developed a Galveston Education Transformation Plan. The top priority action item was to "Begin Early – ages 0 – 4". Actions to meet this priority are underway and funded by the Foundation Roundtable. The second priority was accomplished when GISD became a Schools of Choice district – students can attend any school in GISD. The third priority was to expand technology infrastructure and digital learning. Within GISD schools this has been successful, due to Magnet grant federal funding, but there is still a roadblock to access for our economically disadvantaged parents. (Only 5% of the parents on the proposed ACE campuses have signed up for the portal, even though it is available on smart phones.) The fourth priority was to enable extended, flexible, learning time. Although GISD had a Cycle 5 grant at 7 campuses and has a Cycle 7 grant at 4 campuses, due to Robin Hood there was/is not sufficient taxpayer funding to sustain the program. However, the Cycle 7 evaluation results are showing that regular ACE program students on these campuses are performed 3% higher on Math STAAR and 6% higher on Reading/ELA STAAR than students at the same campuses who don't attend ACE. Thus, the efficacy and success of the ACE program has been proven here. In 2011, the University of Texas Medical Branch Center to Eliminate Health Disparities conducted a student and determined that parents identified lack of access to healthy foods. The WIC program data shows that 17% of low-income preschoolers are obese compared to 5% in a comparison county, with Hispanic children more obese than other ethnicities. Other community groups that were surveyed for both needs and resources were the City of Galveston's Family and Children's Youth Board, the Teen Health clinic, the Children's Center, the Family Service Center, the Big Brothers, Big Sisters organization, the YMCA, the Boys and Girls Club, Communities in Schools, the Chamber of Commerce, the GISD School Board, Holy Family Catholic School, the SMART Family Literacy group, and the Foundation Roundtable. Parent voice was an important part of our needs assessment. Over 900 parents at the 8 proposed ACE campuses responded to the survey. Through this survey we learned that 51% of the students on the grant campuses live in a single parent or alternative living arrangement. 29% of parents reported that they did not have a GED or high school diploma. 23% of families are non-English speakers. Over 50% of the parents asked for classes on helping their children become better readers, better at math and writing, and how to be successful on state tests. Parents were equally divided as for the best time for parent classes – during the school day, from 5 – 7 pm or from 7 – 9 pm. 40% of parents said they could not pay for after school programming for their children, even if reduced. 5% said their children would stay home unsupervised, and 27% chose not to answer. Juvenile delinquency in Galveston is one of the top 15 locations in Texas. Only 30% of African Americans 3rd graders in GISD met STAAR reading standard last year, as opposed to 76% of Hispanic students, and 82% of white students, and 7% statewide. Disciplinary placements for GISD AA students show a wide gap (see table). AA suspension rates are 1.5 versus .5 and .4 for white and Hispanic students respectively. GISD focuses on instructional data as a routine part of their daily educational decision making. Thus, the project campuses provided their own academic data and their list of preferred activities, all of which are included in this proposal. Additionally, reports from TEA that were used include school report cards and Texas Academic Progress Reports for each campus. Also 2016 PEIMS Fall Submission data reports were used. Please review the gap comparison table below. This table identifies the reasons that the 8 campuses were chosen for this grant proposal. The gaps between the grant campus data and the district and state data are quite large, as is shown.

GAP Chart	AA	H	W	Eco Dis	LEP	At Risk	Homeless	Discipline Place	Mobility Rate	Attend Rate
Grant Schools	32%	48%	17%	88%	23%	64%	15%	13.0%	21%	93%
GISD	24%	49%	23%	74%	17%	42%	10%	4.0%	19%	94%
Gap from GISD	+8	-1	-6	+14	+6	+22	+5	+9	+2	-1
State	13%	52%	29%	59%	18%	51%	NA	8.0%	17%	96%
GAP from State	+19	-4	-12	+29	+5	+13	NA	+5	+4	-3

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improved student achievement in ELA, Math, and Science. Four of the project campuses are "Improvement Rated" per the state and federal government achievement ratings. All eight of the participating campuses have significantly higher rates than the district and state for minority, economically disadvantaged, homeless, LEP, and at-risk students.	<ul style="list-style-type: none"> • Provide targeted tutoring and mentoring via adult advocates for students identified as at-risk. • Implement access to individualized research based software for students in reading and math for students. • Students will be read out-loud to 20 minutes every day and will be provided independent reading time and will write in their own journal daily • Students will use manipulatives in Math and 'hands-on' STEM/STEAM lessons.
2.	Improved student behavior, especially of the African American (AA) Students – Galveston is one of the top 15 counties in Texas for juvenile delinquency. 30% of AA in GISD are suspended in GISD compared to 12% in the state? The rate of suspensions in GISD per student are 1.5 per AA student, compared to .5 and .4 per white and Hispanic student. Disciplinary placements for the grant schools were 13.2% versus district wide rate was 3.7% and state rate 1.5%.	<ul style="list-style-type: none"> • At MS use research proven activity of daily journal writing and student developed community service projects • Provide behavioral and mental health counseling • Provide incentives for good school day behavior. • Increase college and career awareness to develop a sense of purpose for students. • Provide anti-bullying seminars for students and character education classes.
3.	Improved parent use of the online parent access portal to view their child's grades and attendance and increased ability for parents to be actively involved in their child's education. See the needs assessment data that shows the huge gap for parents use of the portal and the parent survey data that shows that parents requested classes on how to help their child succeed in school.	<ul style="list-style-type: none"> • Contact each parent to develop awareness of online portal via their phone or a computer and schedule classes. • 'Hands – on' family academic awareness nights on reading, writing, math, and STAAR twice per 6 weeks. • Make personal calls/home visits and provide translation services for individual school-parent conferences.
4.	Improved access to healthy food and physical fitness for students and families. 89% of project students are economically disadvantaged as opposed to 74% district wide. UTMB study showed parents identifying access to healthy food as a top priority and WIC data that shows a high obesity rate among preschoolers in Galveston.	<ul style="list-style-type: none"> • Provide dinner daily for students through the CACFP at-risk program (Child & Adult Care Food Program) • SMART Family Literacy- family gardening, reading, cooking lessons • Implement the YMCA physical conditioning • Family grocery shopping field trips to select healthy foods.
5.	Increased college and career readiness and knowledge for students and parents; increased number of parents with a GED and an increased number of parents that are able to speak and understand English.	<ul style="list-style-type: none"> • Schedule college and career awareness activities twice weekly and on Saturdays with guest speakers, field trips, entrepreneurship programs, • Implement the Workforce Solutions "When I grow up" curriculum. • Ensure, through personal phone calls and home visits, that all parents are aware of local GED and ESL classes and provide babysitting for these classes.

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Schedule #14—Management Plan

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	3 years of campus leadership and administrative certification; 3 years of teaching experience; 3 years of experience in youth programs; experience with TEA budgeting process and in managing projects; technology literate in spreadsheets and Word.
2.	Site Coordinator(s)	Bachelors degree with at least 3 years of experience in youth programs; teaching experience and certification preferred, technology literate in spreadsheets and Word.
3.	Family Engagement Specialist	Bachelors degree; community group experience; a parent with school age children; technology literate in creating web pages, spreadsheets, and Word. Bilingual in speaking and writing.
4.	Curriculum Writer/Facilitator	Bachelors degree; 3 years of teaching experience and certification; experience writing curriculum; knowledge of the TEKS; knowledge and experience in Project Based Learning. Knowledge and experience with differentiated instructional strategies.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improved student achievement in ELA, Math, and Science.	1. Targeted recruitment/retention of at-risk students	08/01/2016	07/15/2017
		2. Set up student logins to math and reading programs	08/01/2016	09/06/2017
		3. Instructor professional development on strategies	08/01/2016	07/15/2017
		4. Saturday STEM/STEAM classes	09/06/2016	05/31/2017
		5. Targeted Tutoring/mentoring for at-risk students	09/06/2016	07/15/2017
2.	Improved student behavior, especially of the African American (AA) Students	1. Implement daily journal writing with 'stems'	09/06/2016	07/15/2017
		2. Provide incentives for good school day behavior	09/06/2016	07/15/2017
		3. Assign adult advocates and ensure the meetings	09/06/2016	07/15/2017
		4. Student developed community service projects	09/06/2016	07/15/2017
		5. Older students reading to younger students	09/06/2016	07/15/2017
3.	Improved use of the parent access portal ability to be actively involved in child's education.	1. Phone calls to parents about portal availability	09/06/2016	10/01/2016
		2. Classes for parents on portal	09/06/2016	07/15/2017
		3. Family Academic Nights in Math, ELA, Sci	09/06/2016	06/01/2017
		4. Family Academic Nights on STAAR success (test)	09/06/2016	07/15/2017
		5. Book giveaways	09/06/2016	07/15/2017
4.	Improved access to healthy food and improved physical fitness for students and families.	1. Provide dinner daily to students	09/06/2016	07/15/2017
		2. Saturday swimming and daily during summer	09/06/2016	07/15/2017
		3. CATCH after school physical fitness curriculum	09/06/2016	07/15/2017
		4. SMART Family Literacy Classes; gardening, cooking	09/06/2016	07/15/2017
		5. Family Shopping Field Trips about healthy buying	09/06/2016	07/15/2017
5.	Increase college / career knowledge Increase % of parents with GED and English skills.	1. Outreach on GED/ESL schedules; have babysitting	09/06/2016	07/15/2017
		2. Schedule guest speakers	09/06/2016	07/15/2017
		3. Schedule local trips to businesses and colleges	09/06/2016	07/15/2017
		4. Implement "When I grow up Curriculum"	09/06/2016	07/15/2017
		5. Implement Lemonade Day Curriculum	01/01/2017	05/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For this project, the grant project's District Coordinator will report to the Director of Special initiatives, who will provide overall project oversight and who also oversees all of the District's discretionary grants. The latter is supervised by the Assistant Superintendent for Curriculum and Instruction, who holds responsibility for the District formula grants. The project's grant evaluator will submit recommendations twice a year to the Project's District Coordinator and the Director of Special Initiatives. Weekly progress toward grant goals from TX21 will be reviewed by the project coordinator and actions taken to ensure goals are met. The project coordinator will provide twice monthly reports to the Director of Special Initiatives, who will provide immediate guidance on all grant initiatives and strategies, as needed. . The Community Advisory Council will meet quarterly. All project data and progress towards objectives will be presented. The Council will be asked for recommendations. The Project's Coordinator will provide the recommendations and proposed action plans to the Direct of Special initiatives, who will also present all grant project reports and data, recommendations, and proposed action plans to the District's Curriculum Team, including subject area and program specialists, that meets twice a month to review the status of all District programs and initiatives. Because of this tight alignment of district programs, conflicts are resolved quickly and priorities set, as well as serving as an effective communication tool . All grant project reports and data will be shared with the Curriculum Team who will make recommendations to ensure project success or mid-course correction. The Assistant Superintendent meets weekly with the Superintendent, ensuring he is always aware of the status of all programs and projects. The School Board has a curriculum committee and they are briefed on all programs at their meetings. They are also presented with project data routinely and they make recommendations for program improvement from the view point of the parents.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Galveston Community Organizations and School Board are committed to the importance of after school programs because of the high number of at risk Galveston students. The Galveston Sustainable Communities Alliance was formed after Hurricane Ike by community stakeholders and foundations that sought to identify the most pressing community needs. After school programs are one of their identified needs and priorities for foundation funding for the future. The most pressing need was identified as support for children from birth to age 3 due to the high number of economically disadvantaged families and the lack of support for that age group. Thus, funding has not yet been made available through community resources for the second priority – however several community groups, including the City of Galveston Family Children and Youth Board, has requested that GISD and other after school community providers prepare a report on the annual ongoing cost of after school care for the most needy of our community. They are committed to sustaining this after school project in three years, after this grant ends and after their current initiative to implement a community plan for children age 0 – 3 is fully functioning. GISD's Board is hopeful that the court case on school finance will be resolved and that GISD will not need to send \$14 million annually to the State of Texas, but can keep at least some of those local taxpayer dollars here locally, to support the many needs of the economically disadvantaged students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Compare to national targets fall to spring data recorded in TX21st re: grades, attendance, behavior	1.	% w/ Improved Reading and/or Math grades
		2.	% w/ Improved Attendance
		3.	% w/ Zero Referrals fall & spring OR zero referrals spring
2.	Compare STAAR school-wide results year-to-year and ACE vs all other students at same schools	1.	% met Reading and/or Math standard current year
		2.	% with improvement from not proficient to proficient
		3.	School wide % met current compared to % met last year
3.	Compare to national targets spring term results of school day teacher survey re: ACE students	1.	% w/ teacher reported improved homework completion
		2.	% w/ teacher reported improved class participation
		3.	% w/ teacher reported improved behavior
4.	Criterion-referenced Multi-attribute Evaluation to measure fidelity to the Critical Success Factor Model	1.	Evidence of student & family participation & involvement
		2.	Activities attain avg daily attendance >25% of enrolled
		3.	Use of assessment data & strategies learned via training
5.	Review of records, TX21st data, and consultation w/ stakeholders to evaluate program management	1.	Program, data, fiscal, & QI requirements are met
		2.	Cost per regular ACE participant ≤ national averages
		3.	Community involvement indicates likely sustainability

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information for input to the TX21st database will be collected by program staff from district record systems (e.g., student grades by subject area, school day attendance, criminal and non-criminal referrals), program records (e.g., staffing, activity descriptions, student and adult family member enrollment forms, activity sign-in sheets), and student-level needs assessments and surveys (e.g., pre-post tests for tutoring and other academic assistance activities, assessments for matching students to adult advocates when needed). Personnel from GISD PEIMS office provides training for ACE Site Coordinators to enable their access to the district record systems. All ACE personnel receive training on purposes, requirements, and uses of the TX21st database.

Surveys of ACE students, their school day teachers, and their adult family members will be conducted by ACE Site Coordinators at the close of the fall term to assist planning for spring and at the close of the spring term to provide measures of outcomes and to plan for summer activities and the upcoming year. The survey tools based on templates provided in the Texas ACE Blueprint will be adapted based on advice from parents or school day leaders and also based on lessons learned from staff participation in professional development.

The ACE District Coordinator will monitor TX21st on daily basis and will use reports from TX21st as resource in weekly staff meetings for problem detection and planning corrective action when needed (e.g., to adjust activities to increase participation and involvement) or to reward success (e.g., to celebrate benchmarks toward meeting the program participation targets).

Formal evaluation reports prepared by the external evaluator include the Mid-year progress evaluation at the close of fall term, End-of-Year evaluation submitted at the end of July, and Impact evaluation when the Skyward special built report for look-back across the school year has been analyzed (circa November of the subsequent school year). The reports are submitted in draft to the Site Coordinators and one-on-one meetings are scheduled for review and consultation in order to make corrections, add new information, and identify next steps for the program and for the evaluation. Upon approval of the District Coordinator, the edited reports will be provided to the school day leadership teams and meetings scheduled to obtain their review and consultation. District Coordinators will present action plan to 21CCLC Staff and Leaders. The Project Director will make the reports available to the Board of Trustees and the public.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE project will consist of a morning program before school and an afternoon program after school. Three Saturday events will occur throughout each semester. All activities are supplemental to the school day, although aligned to the TEKS and scope and sequences. Thus some students will participate in targeted tutoring, versus others will have designated homework help. Individualized computer programs will be available, Think through Math, Istation Reading, RAZ Kids reading. All students will be 'read to' for 20 minutes every day and each student will keep a daily journal with writing stems provided. Students will have access to the campus library to check out books for silent reading. Both Math and Reading fluency will be expectations for all students. Engaging manipulative math materials will be provided. Dinner will be provided daily to all students. Students will participate in the CATCH physical fitness curriculum. Additional options will exist for students to participate in intramural sports such as volleyball, soccer, basketball. Gardening, art, and music will be options for students. STEM or STEAM classes will be options for students during the week and on Saturdays. All students will participate at least once a week in AVID college and career awareness activities. GISD will transport all students to and from school, even those staying for the ACE program. Parents will be allowed to sign students out, if they select to do so. Students at Weis MS share the same campus as Central MS. Students at Coastal Village MS will be transported on the school bus to the Central MS site. Holy Family Students will also be transported on the school bus to their center at Morgan Elementary School.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are two types of information to be disseminated about the ACE project – to the parents of potential ACE students and to the greater community of Galveston. The ACE program will announce registration timelines, family events, parent classes in the weekly GISD email newsletter to the community and parents. The Family Engagement Specialist (FES) will publish an ACE web page on the GISD web page for all relevant ACE information, including registration and field trip forms. Parents of students at the ACE campuses will receive automated phone messages regarding registration timelines. Individualized letters of invitation for participation will be mailed to parents of those students identified through the joint ACE staff/campus principal meetings, as discussed elsewhere in this proposal. The ACE Site Coordinator will attend a faculty meeting at the beginning of the school year and provide teachers with information about the program and encourage them to recommend students and to apply to be instructors. The weekly ACE staff meeting and the bi-monthly Curriculum & Instruction team meeting will be the time for information about specific events disseminated across the district. The FES will submit pictures and articles to the GISD Communications Office and to the local newspaper, the Galveston Daily News for publication about ACE events. The District ACE Coordinator will serve on the City of Galveston Family, Children, and Youth Board. This board includes members from diverse sections of the city and representatives of many organizations. The FES will also publish monthly newsletter highlighting events on each ACE campus. Site Coordinators will also distribute flyers to parents routinely at ACE dismissal time to communicate program holidays and other important information such as summer registration.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Theory of Action is that students spending out-of-school time in well-structured programs that provide a balance of academic assistance, enrichment, college and workforce readiness, and family involvement and support activities taught by qualified personnel using innovative instructional methods that are aligned with and enhance but do not replicate the school day will yield improvements and close gaps in academic performance, school day attendance, positive behavior, and grade promotion and graduation rates. The priority is strong partnership with the schools in using school plans and achievement data to guide intentional recruitment of students most in need and then making accommodations to include other interested students so as to nurture the program's image as a highly desirable place to be after school. The programs are planned at the center level using the Blueprint's 4 component activity guide. Academic Assistance such as homework help, tutoring, and reading and math discovery activities are expected to improve homework completion and academic performance thereby contributing to increased school-wide achievement. Enrichment activities focused on health, recreation, crafts, and reflective self-expression are expected to improve students' self-confidence and capabilities for positive behavior and capabilities for paying attention and participating in class. College and workforce readiness activities such as planning for "when I grow up," learning about jobs and practicing employability soft skills such as dressing for success, and traveling to colleges virtually and/or on-the-ground are designed to reinforce students' motivations and intentions to improve their math and reading grades and look forward to going to school tomorrow. These activities will leverage strong partnerships with institutions of higher education, local businesses, and other employers. Family engagement and support activities include training to enable adult family members to become leaders of ACE activities and to join their children in school-based garden clubs and the lemonade day entrepreneurship project. The family engaged activities are expected to improve students' school-day attendance and reinforce their expectation and commitment to connecting to college and career.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In GISD all federal and state discretionary grants are overseen by the Director of Special Initiatives, who reports to the Assistant Superintendent for Curriculum and Instruction. The later oversees all federal and state formula funds, Title I, Title II, Title III, Perkins, Sped GISD has successfully managed over \$20 million in discretionary grants over the last ten years. Because the grant management procedures are in place and under the same management structure, the Curriculum and Instruction Department., GISD is able to coordinate fiscal grant resources and programs and ensure that they are aligned with the District's curriculum, which is overseen by the Director of Curriculum and Professional Development. The curriculum department meets twice monthly to coordinate and align programs, set priorities, identify requirements, and implement all smoothly to support all programs. Additionally, this structure provides comprehensive communication throughout the district. Each member of the curriculum department, including a Career and Technology Coordinator, Reading Specialist, a Response to Intervention Specialist, two Bilingual Specialists, an Assessment Specialist, a Technology Specialist, Special Ed Director, Early Childhood Director, and a new teacher mentoring coordinator, are assigned as a campus liaison to each campus. This structure provides two-way communication with the campuses, ensuring that district priorities and programs are aligned with specific campus needs and initiatives. The grant process has checks and balances with the Business Office overseeing final contract and purchase orders. The Business Office as an accountant that ensures that all grant funding purchases and awards meet grant guidelines. The annual audit also includes all grant funds.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The expectation of program planners in Galveston is that school day personnel and families will effectively employ the broad array of out-of-school-time academic assistance and enrichment activities to assist their students' efforts to succeed in school. The need is great. Since 2006, public schools in the community have had consistently lower rates of school day attendance and higher rates of disciplinary placements compared to the State and Region; accountability ratings for the most recent school years show student achievement index scores were 12 to 23 points lower than those in a higher-income community just a few miles north of the island; and achievement gaps in reading have widened for African American students. Planning for Cycle 9 21CCLC/ACE was spurred by local impact assessment that showed in School Year 2014-2015 program participants in Galveston had more widespread success in math, reading, and school day attendance compared to all other students at the same schools; that groups of students who obtained the most consistent positive outcomes were homeless students, at-risk students, and African American students; and that the highest success rates were for students with more than one year of participating in 21CCLC/ACE. To obtain these benefits for students at more local schools and to move Galveston's 21CCLC/ACE toward local sustainability, program planners used the tools provided in the PRIME to guide needs assessment, strategy development, and activity alignment. The separate campus-level sets of resource and needs inventories, strategy development worksheets, and activity alignment forms for each of the first 14 indicators of accomplishment identified in Schedule 15 of this application will be reviewed in fall workshop at each of the participating campuses to engage members of the Advisory Council, the program staff, and the children's families in formally approving or adjusting the array of activities, the given activity's target population, and the campus-level and/or the program-wide quantitative targets for the measurable success indicators. The Site Coordinators will use the workshop results to finalize their logic models and center plans for high-quality academic assistance and enrichment opportunities that can meet the measures of effectiveness. Program leaders in Galveston have come to appreciate the effectiveness of the Texas Education Agency's research-based Critical Success Factor Model for 21CCLC/ACE that is presented in the Blueprint. The model shares features with the evidence-based research elements (http://www.esc20.net/default.aspx?name=sup_ss.CSF) within the Texas Accountability Intervention System. Local end-of-year evaluations of 21CCLC/ACE programs in Galveston have shown higher rates of fall to spring improvements in school day attendance, positive behavior, and reading grades, and math grades at centers where program implementation had more evidence of being consistent with the Critical Success Factor Model (e.g., evidence of more frequent or widespread use of assessment data to revise/reevaluate student services). Those same programs also had lower cost per ACE Regular participant. The proposal for the coming years, therefore, is to continue to emphasize fidelity to the Critical Success Factor Model. The plan includes team training and feedback on using the templates and tools and guidance that are in the Blueprint and timely input of data and routine use of reports from the TX21st database as a resource to assist program management and improvement. Data will be collected in the format required by the state in order to conduct statewide comprehensive program evaluation and report all required federal performance data. The District Coordinator and the Site Coordinators will report the required data in TEA's TX21st Data System, participate in self-assessments, and use other data collection tools as required. The PEIMS office at Galveston ISD will provide training for staff regarding access to the district's Skyward data system for grade reports, discipline data, school day attendance, state assessment results, and grade promotion. Program staff will use program enrollment forms, daily program sign-in and sign-out sheets for participants, records of program staffing and staff training participation, and student surveys and consultation with instructional staff to obtain accurate information and timely input to Tx21st regarding students' extracurricular school activities, adult advocacy, pre- and post-activity assessments of student needs and outcomes of tutorials and other academic assistance activities. Site Coordinators will enter data into TX21st to describe innovative instructional activities and family engagement activities, and partnerships and other funding sources. Worksheets are used to record parent meetings and events, staff meetings and events. Orientation training for program personnel includes local processes that protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA). Site Coordinators are responsible for daily and weekly review to approve and the Project Director reviews and approves at least monthly to ensure data are entered on time and accurately.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

GISD is applying for priority points by submitting this application, as a local education agency receiving funds under Part A of Title 1 jointly with an Institute of Higher Education, College of the Mainland Adult Education Department, a private non-profit schools, Holy Family Catholic School, a governmental board, The City Galveston's Family and Children Youth Board. Also submitting jointly are the following 501c3 non-profit organizations: The Chamber of Commerce, The Children's Center, Inc. the Greater Houston YMCA, the Galveston Sustainable Communities Alliance, the Family Service Center, and the Galveston Big Brothers and Big Sisters. SMART Family Literacy, Inc..

-The Greater Houston YMCA will provide basic first aid classes and CPR classes to all ACE instructional staff at no charge. Additionally, they will be provider of our Sports and Nutrition program and STEAM hand on enrichment activities for our ACE program. Both curricula will be delivered twice a week during ACE program during the school year and during the summer.

-The Adult Education Department of the College of the Mainland will provide GED preparation and ESL classes for our parents on a GISD campus. This will help us meet our objective of improving the number of parents with HS diplomas or equivalent and increasing the number of parents proficient in English. There is no cost for this service. The ACE project will provide parent outreach and recruitment for this effort.

-The Children's Center, Inc. will provide coordination and outreach for immigrant parents and provide them with citizenship classes. They also provide shelter and support for unaccompanied youth – homeless students. Additionally, their Juvenile Path to Success program will be one of our activities at the Middle School Center.

-The Family Service Center will provide at no cost to the ACE program, parent education classes, and provide individual, family, and group counseling services and psychoeducational classes to ACE students and families.

-Big Brothers and Big Sisters will be our main partner to recruit and train adult advocates for our ACE students. The City of Galveston Family and Children's Youth Board will also recruit adult advocates. The Family and Children's Youth Board will also serve as a resource for all youth activities that occur in the City of Galveston.

-The Chamber of Commerce will provide the semester long entrepreneurship curriculum and adult mentors for the Lemonade Day Project, including finding adult financial sponsors for the startup expenses for the lemonade day stands, and coordinating the annual lemonade day event in Galveston.

-SMART Family Literacy, Inc. will be the partner for joint student/parent activities based on gardening, healthy cooking, and reading to children. They will provide free book distributions to our ACE students.

-The Galveston Sustainable Communities Alliance is the key community organization focusing on birth to age 4. They sponsor the 'ReadyRosie' Program which is an early education tool assisting parents by leveraging the power of video modeling and mobile technology to develop word acquisition and language in young children. They will train our parents and families in this program and provide it free of charge. The ACE Family Engagement Specialist will recruit parents and schedule the family events.

-City of Galveston Family and Youth Board has agreed to partner as a recruiter for ACE advocates and to be a communication tool for collaboration and alignment with other community groups.

All of these partners have agreed to serve as members of the After School Community Council. All have signed Agreements attached in Attachment #1.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD is fortunate to have in the Galveston and Bolivar a variety of resources available for our students. All five centers are on GISD campuses, thus GISD will only charge a minimum of \$5000 per center for the cost of utilities and custodial work. All campuses will provide classroom space after school for activities to be held. ACE Instructors will be able to borrow instructional materials, upon prior agreement with the campus principal. The computer labs, fixed and mobile, will be available for ACE instructors to use, if they attend professional development prior to use with their ACE classes.

The Houston Area YMCA will provide first aid classes and CPR classes to all ACE Instructors. The State of Texas has a free online child abuse training called Darkness to Light that all GISD and ACE staff members will be required to take.

The Texas Workforce Solutions Board provides a free career awareness and planning online curriculum for elementary and middle school students, called "When I Grow Up". This curriculum will be implemented at all grade levels and at all centers as part of the ACE requirement for college and career planning.

Galveston is fortunate to have 3 Institutes of Higher Education located on the island – Galveston College, University of Texas Medical Branch, and Texas A&M at Galveston (TAMUG). TAMUG focuses on marine line and on marine engineering. These three institutions will provide a resource for career guest speakers and for field trips.

Galveston College runs a fee based 2 week half day program every summer called Kids College on a variety of topics such as robotics, coding, etc. The ACE program will partner with them to provide some of these same offerings to our ACE students.

Teen Health, Inc. provides medical and mental health services to every child in Galveston from age 0 to 21. There is a clinic at Center 1, Central Middle School. GISD is already engaged in conversations with them to extend their clinic hours by 1 hour – until 5 pm – once a week for next school year. Additionally, the Family Engagement Specialist and the Site Coordinators routinely make referrals to the Teen Health Clinic for students.

The Family Service Center receives external funding and provides counseling services during the school day to students at Morgan and Coastal Village Elementary School. Through their partnership, the ACE program will be able to extend their services to students and families through educational programs and ACE advocacy.

The Children's Center is the resource for immigrant families in Galveston. They also have a shelter for unaccompanied or homeless youth. They will conduct the Juvenile Path to Success program at our Middle School Center four days a week. This will include ACE advocacy and mentoring.

The Chamber of Commerce is the resource for entrepreneurship curriculum and mentoring through their lemonade day project. This curriculum occurs once a week during the spring semester resulting in students building lemonade stands and hosting lemonade stands on a Sunday in May with all profits going to charity of the child's choosing.

The College of the Mainland Adult Education Department provides GED and ESL classes on GISD campuses. The Galveston Sustainable Communities Alliance provides training for parents of Pre school children and access to language development online activities.

The City of Galveston's Family Children's and Youth Board is an exceptional resource, in that most community organizations serving youth either serve on their board or communicate about activities and resources to that board. Thus our partnership with them will provide much needed access to information and programs available for children and families.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities being proposed are research or evidence based. This ACE project will use the TEA funded Think Through Math individualized online resource and the i-Station Reading. Both are proven to improve academic success. The project will also use RAZ-KIDS online resources, based upon national Reading Panel research. It is a motivating program that provides eBooks as well as quizzes. A recent study by Scholastic, Inc. has shown that reading to children of all ages grooms them to read on their own. A study by Cohen, Garcia, Apfel, and Master published in SCIENCE magazine in September of 2006 demonstrated that a brief in-class writing assignment about their sense of personal adequacy and self-integrity significantly improved the grades of AA students and reduce the racial achievement gap by 40%.

The Parent-Adolescent Relationship Education Program is an evidences based after school program for middle school youth and their parents that builds family communication around decision making in risky situations, influence of peers, and managing stress. Evidence published by the Center for Disease Control and Prevention published on their web page studies correlating health and academic achievement. The USDA School Breakfast Program is associated with increased academic grades and standardized test scores. Thus, GISD serves breakfast to all students and GISD will also serve dinner to ACE students. The CDC also reported that there is a link between physical activities and improved academic performance and even classroom behavior and fewer disciplinary referrals. STEM/STEAM classes focus on engaging activities and hands on learning which are shown to positively affect classroom behavior and academic achievement. Ready Rosie, the tool for parents and young children has been shown through studies done at Penn State University to increase by 80% the total number of words children say; increase by 40% the total number and complexity of their sentences; increase 25% the number of open-ended questions they ask.

GISD is confident that the proposed strategies and activities for both students and parents will have a positive impact on the objectives of this grant.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD plans to recruit volunteers as Adult Advocates for children. This will be done through the Big Brothers Big Sisters organization and by asking school day instructional staff to also select a child for whom they will agree to advocate. The Family, Children and Youth Board will also recruit volunteers for this purpose as well as other volunteers that will be needed, such as for Reading to Students. The partnership with the SMART Family Literacy brings volunteers into our program as part of their activities. GISD will contact the senior citizens group, OLLIE, and request grandparents to read to our ACE students during the after school program. This project will be started by taking the students on a field trip to visit the OLLIE center and meet with the grandparents. GISD will ask the high school students in the Galveston Career Connect to attend program to share their experiences learning a skill such as EMT, network engineer, EKG technician, welder, with the ACE students for career and college awareness. The program's partnership with the Chamber of Commerce will include all volunteers to teach the ACE students entrepreneurship through the Lemonade Day curriculum. All volunteers are required by GISD to have a criminal background check run, which GISD pays for. All volunteers will be in the presence of an ACE program staff, when with children, thus they will not be required to have fingerprinting done.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✕ Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The Galveston Community Organizations and School Board are committed to the importance of after school programs because of the high number of at risk Galveston students. The Galveston Sustainable Communities Alliance was formed after Hurricane Ike by community stakeholders and foundations that sought to identify the most pressing community needs. After school programs are one of their identified needs and priorities for foundation funding for the future. The most pressing need was identified as support for children from birth to age 3 due to the high number of economically disadvantaged families and the lack of support for that age group. Thus, funding has not yet been made available through community resources for the second priority – however several community groups, including the City of Galveston Family Children and Youth Board, has requested that GISD and other after school community providers prepare a report on the annual ongoing cost of after school care for the most needy of our community. They are committed to sustaining this after school project in three years, after this grant ends and after their current initiative to implement a community plan for children age 0 – 3 is fully functioning. GISD's Board is hopeful that the court case on school finance will be resolved and that GISD will not need to send \$14 million annually to the State of Texas, but can keep at least some of those local taxpayer dollars here locally, to support the many needs of the economically disadvantaged students.

All members of Galveston Independent School District Board of Trustees and the Holy Family Catholic School Board of Directors have signed the attached letters of support. (attachment 2).

Galveston Independent School District
Board of Trustees

Mr. Larry Nichols, Superintendent of Schools
Mr. Dr. Matthew Hay
Dr. Jeff Temple
Anthony Brown
David H. O'Neal, Jr.
Mary Cazares
Beau Rawlins
Ken Jencks

Holy Family Catholic School
Board of Directors

Father E.J. Stein, Pastor of Holy Family Parish
Rita Hesse, Principal of Holy Family Catholic School
Alex Gonzalez
John Kirwin
Karen Stanley
Sr. Barbara Anne Collins
Ms. Tiffany Vaiani

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD has developed an after school Community Advisory Council for three purposes, to advise on community needs for after school programs (including those campuses that are not part of this grant proposal), to review the data related to this project, and to assist in the development of the sustainability plan for after school programming in Galveston. The Council will meet quarterly. The members of the Council include the City of Galveston's Family, Children, and Youth Board (FYCB), the Executive Director of the Galveston Sustainable Communities Alliance, the Chamber of Commerce, the the City of Galveston Recreation Department, the Family Service Center, the Children's Center, the Galveston County YMCA, SMART Family Literacy Team, Communities in Schools, the Teen Health Center, the Big Brothers and Big Sisters, the Foundation Roundtable, a member of the Board of Trustees of both GISD and Holy Family Catholic School, and the principals of each of the project campuses. The Council facilitator will be the Director of Special Initiatives. The project coordinator and site coordinators will report on the after school program initiatives and corresponding data. The grant evaluator will also prepare a report for each meeting, including any recommendations if any. The project staff will seek feedback from the council on the efficacy of the initiatives and strategies that are being deployed and the effect that the strategies are having on the 5 objectives of the grant. Improving the academic achievement of students on the project campuses, improve the behavior of students on the project campuses, particularly African American students, increase the level and quality of parent involvement on the project campuses, improve the healthy eating habits and physical fitness of students and families, and increase the college and career readiness of students. Each meeting will include an agenda item on Sustainability of After School Programming in Galveston. The goal will be to develop an After School Program Sustainability Action Plan by the end of the first year of the grant, with the action plan. GISD has already discussed after school programming extensively with the Foundation Roundtable, the GSCA, and the FCYB. The charge was to conduct a needs assessment which was the needs assessment that was completed as part of this project proposal. However, it included all GISD campuses and all the private schools in Galveston, as well as the two Charter School campuses. From this needs assessment, the 8 campuses in this proposal were selected based upon their needs due to high number of economically disadvantaged students and their weak academic scores and high minority populations.

As mentioned in other parts of this proposal, the biggest roadblock to sustainability is the Robin Hood Program. The fact that GISD must send \$14 million of its own taxpayer dollars to TEA every year under this program results in the available resources that GISD has to meet the needs of academically challenged and economically disadvantaged students being non-existent. The School Board remains optimistic that the legal proceedings against the Robin Hood Program which are currently in front of the State Supreme Court will be resolved and that more of Galveston resources will be available for Galveston to use for its own most needy and most at risk students.

The Galveston School Board has committed to providing for a comprehensive after school program, if Robin Hood funding is at least partially restored. Our Foundation Roundtable is very generous to our community for specific one time needs, but is unable to commit to continuous ongoing funding for an after school program.

The value of the After School Council will be that it is a broad-based community group that can collaborate and ensure that programs do not duplicate each other and that can leverage each other's strengths to serve the students in Galveston in the most efficient manner possible.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The GISD ACE project will be overseen at the District Level by the Director of Special Initiatives who is a certified project manager and whom has also overseen more than \$10 million dollars in competitive grant projects in the last ten years. The day to day management of the ACE project will be the responsibility of the District Project Coordinator, who will report to the Director of Special Initiatives. The District Project Coordinator will hire 5 full time Site Coordinators, each of whom will be responsible for implementing the project on their campus, as proposed herein. The ACE team will also include the full time Family Engagement Specialist and a Curriculum Facilitator. The Curriculum Facilitator will be responsible for ensuring that the program is implemented as described in this proposal. Thus, he/she will be responsible that the required lesson plans are on file and meet the grant requirements. A key component of the ACE project will be to ensure that all classes are of high quality. Thus, regular professional development on planned lessons will be presented to the ACE instructors. The Site Coordinator and the Curriculum Facilitator will conduct routine walkthroughs to ensure that the lessons are being implemented as scheduled and using the planned strategies and to identify any instructor needs for mentoring, support, or further training.

The Curriculum Facilitator will work with the site coordinators to develop the weekly schedules for the after school sessions to ensure that the various programs are implemented on schedule to ensure grant compliance. He/she will also ensure that all classes that are implemented have a documented scope and sequence and suggested timelines/time frames. He/she will also be responsible to plan and coordinate all field trips and ensure the alignment with the ACE Program classes. To align with the school day program, the Curriculum Facilitator and the Campus Site Coordinator will meet at least twice a month with the Campus Curriculum Facilitator to review the current campus curriculum topics and the ensure that the ACE classes support the school day curriculum. Additionally, this ACE Campus Curriculum Team will also review the Campus Response to Intervention (RTI) list Tier 2 and Tier 3 students and discuss what targeted tutoring these students will require in the after school program. The team will identify students that are most in need of extra time on academics. If any of the students are not already in the ACE program, the student's teacher and the Family Engagement Specialist will be both be asked to contact the parents and encourage the student to attend the ACE program to receive the specialized tutoring in the specific area of need. Each Site Coordinator will have an office on the campus and will be expected to visit school day classes to meet teachers and to recruit students to attend the after school program. The Site Coordinator will share campus ACE data with the faculty quarterly and will share news about the ACE program activities. Campus Teachers will also be asked to adopt at least one ACE student for whom they will agree to be an Advocate. The Site Coordinator is expected to be an invaluable member of each campus faculty team, and to ensure that he/she meets at least monthly with the campus principal and provides weekly reports on ACE program attendance and events to the principal.

The District ACE Coordinator will be expected to hold weekly meetings with the ACE team. This will allow the Site Coordinators to share information with each other and to network and collaborate on what is working and to get advice on areas of concern. A District ACE calendar will be kept up to date during this meeting so that collaboration can occur for Saturday events and various field trips. Additionally, during this time, the Family Engagement Specialist can seek the advice of the Site Coordinators on parent class scheduling, family event planning, and any needed parent outreach. The District ACE coordinator will submit weekly reports to the Director of Special initiatives listing the status of grant goals, the average daily attendance at program, any upcoming events, and any assistance that is needed. This will facilitate the Director's reports to the District Curriculum Team and information flow to the Superintendent's Leadership Council and to the School Board.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Central Middle		
9 digit campus ID#	084902042	Distance to Fiscal Agent (Miles)	1.7 miles
Grade Levels to be served (PK-12)	5 th – 8th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		200	
Number of Adults (parent/ legal guardians only) to be served:		100	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Weis Middle	Coastal Village Middle	
9 digit Campus ID #	084902044	084902047	
District Name (if different)			
Distance to Center	0 miles	.9 miles	
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Burnet Elementary		
9 digit campus ID#	084902115	Distance to Fiscal Agent (Miles)	1.3 miles
Grade Levels to be served (PK-12)	PK-4		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		225	
Number of Adults (parent/ legal guardians only) to be served:		125	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Morgan Elementary		
9 digit campus ID#	084902104	Distance to Fiscal Agent (Miles)	1 mile
Grade Levels to be served (PK-12)	PK-4		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		200	
Number of Adults (parent/ legal guardians only) to be served:		125	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Holy Family		
9 digit Campus ID #			
District Name (if different)	Private		
Distance to Center	1.4		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Coastal Village Elementary		
9 digit campus ID#	084902114	Distance to Fiscal Agent (Miles)	3.4 miles
Grade Levels to be served (PK-12)	PK-4		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		225	
Number of Adults (parent/ legal guardians only) to be served:		125	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: Crenshaw		
9 digit campus ID#	084902102	Distance to Fiscal Agent (Miles)	14.3 miles
Grade Levels to be served (PK-12)	PK-8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			75
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD is Title I districtwide. However due to Robin Hood and \$14 million of local tax revenues sent to the state annually, GISD has had to rely on Title and Compensatory Education funds for classroom reduction size teachers and school day tutors. Thus, our ACE program will coordinate with the instructional program through an intensive process as part of the core campus instructional team as detailed below. Each center will be managed by a full time site coordinator. The five site coordinators will report to the full time district project coordinator. Each principal has provided dedicated office space for their site coordinator. The principal considers the site coordinator as a key part of the campus instructional team. The principal and site coordinator will meet twice a month to discuss the status of the ACE program and to plan the upcoming programming and scheduling. The site coordinator will share the program stats and progress toward the goals with their principal. The principal will approve all programs and instructional activities prior to implementation. The principal will support the twice monthly meetings of the site coordinator and the campus curriculum facilitator to plan the upcoming curriculum units and to identify how the after school program can support the student achievement toward those curriculum units. Thus, campus themes and initiatives will be integrated into the daily ACE program. The principal and campus curriculum facilitator both recognize that a prime strategy of the ACE program is to support students with targeted tutoring, especially those students that are identified as requiring RTI Tier 2 and Tier 3 interventions. Although the ACE program will not replace the Tier 2 and Tier 3 interventions, it will provide additional academic support for the students to enhance the likelihood of success for the student. Site coordinators will report weekly during their ACE staff meeting their grant goals, their average weekly attendance numbers, the number of ACE students receiving targeted tutoring after school as part of the campus RTI process. These students will have priority placement in the ACE program. After the priority recruitment, all students will be eligible and encouraged to participate in the ACE program. Campus teachers and instructional aides will have the first priority for the ACE instructional positions after school. All non-school day additional instructional staff that are required to implement the program must be approved by the campus principal prior to being recommended to the District ACE office for hiring. Prior to the start of school, the site coordinator will meet with the campus principal and the campus curriculum facilitator to identify those students who did not meet district or state expectations the previous year. The site coordinator and family engagement specialist will send personalized letters of invitation, signed by the campus principal to each parent, inviting their child to participate in the ACE program in order to receive additional individualized academic assistance. Additionally the family engagement specialist will schedule parent conferences with these students on behalf of the principals. During the conferences, the parents, and when age appropriate the student, will be asked to sign a contract agreeing to participate in the ACE program. The ACE commitment will be to provide weekly feedback to the parent with the student's academic accomplishments that week. Additionally, retention incentives such as free dress passes, will be provided to the targeted tutoring students for meeting specific academic progress milestones. Special recognition, such as certificates, and campus posters will highlight those students who have met the 45 day goal – as well as additional sets of 45 days of attendance. When a student fails to attend for 5 days, the Site Coordinator will contact the parent to ascertain the reason for the student's absence. When necessary, the Family Engagement Specialist will assist with the phone calls. As needed the Site Coordinator and the Family Engagement Specialist will make home visits to collaborate with parents. In another location in this proposal the District Curriculum Team Process was described. This process will facilitate communication, problem solving, and program awareness between the Campus Principal, the Site Coordinator, the District ACE coordinator, the Director of Special Initiatives, the Assistant Superintendent for Curriculum and Instruction, and the Superintendent and School Board. The Assistant Superintendent for C&I manages all Title funding and Compensatory Ed programs and this process will facilitate leveraging all of the resources and strengths to ensure that there are not duplicity of services as well as purchasing of resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program will start on the first Tuesday after Labor Day and will continue through the last full day of school in June. Every site will have a morning session before school and 1 hour 45 minutes of program after school, 5 days a week. A total of 36 weeks is planned with 6 weeks in the summer. The Summer program will run from 8 am to 4 pm, 5 days a week. Each site will schedule enough classes to serve their number of anticipated students each day (same as each center's grant goal). The adult to student ratio will always be at 1 to 22 for Kindergarten and older students and 1 to 10 for PK students. Each Center has committed provide ACE program activities for 12.5 hours per week. Saturday programs will be planned once per 6 weeks, for a total of 3 per semester. Each Center will require that students sign into their classes daily. Each center will staff a reception desk during program hours which will be the only entrance for parents to enter the program. Parents may pick up their children at any time, but must sign them in and out. Each center will have a file of student applications, with listings of the individuals allowed to pick students up from program. Instructors will be required to sign in and sign out each program day also

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safety is the first priority. ACE instructors are required to stay with students at all times. Students will sign in and out of each class they attend before and after school. Each center will staff a reception desk during program hours which will be the only entrance for parents to enter the Center. Parents are not allowed to go to the classrooms without prior permission from the Site Coordinator. Parents who do make prior arrangements are always accompanied by an ACE staff member. Parents may pick up their children at any time, but must sign them in and out. Each center will have a file of student applications, with listings of the individuals allowed to pick students up from program. Students will be escorted to the bus after program. The transportation department also has parents complete a permission form. Each bus driver has a list of students that are expected to ride the bus each day. Transportation after program is to each child's home, due to it being dark for the majority of the program year. PK and K aged students must be met by a parent or adult. Site Coordinators have an emergency call list with phone numbers of EMS, District Police, and District Coordinator. The District's Police Chief holds trainings each semester for the Site Coordinators regarding Lock Down procedures for campuses and other safety procedures. All ACE staff members are required to undergo Darkness to Light training regarding signs of child abuse. Site coordinators will be required to stay at the center until the last child is picked up. If a parent does not pick up a child by program end time, there is a procedure for the Site Coordinator to follow, contact emergency numbers. After 30 minutes, the Site Coordinator contacts the District police who will coordinate finding the child's parents, etc.

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All ACE activity planning is expected to align with the school day curriculum and to be based upon one of the four ACE activity component types and support accomplishment of one of the GSD five grant objectives (which are based on student and parent needs). The four ACE activity components are: Academic Assistance, Enrichment, Family and Parental Support services, and College and Workforce Readiness. Each lesson plan will notate the component that the activity meets, the TEKS objectives that it covers, and detail the sequence of the lessons through the 5E model of engaged learning – Engage, Explore, Explain, Extend/elaborate, Evaluate. Global learning, service learning, project based learning, and field trips will be utilized throughout the ACE activities. The quality of the written and delivered lessons will be evaluated by the ACE Curriculum Writer/Facilitator and the Project Evaluator. They will do this by ensuring that all delivered lessons have written and filed lesson plans using the ACE Lesson Plan template. They and the Site Coordinators and ACE District Project Coordinator will also conduct frequent classroom walkthroughs and record their observations for a quality review of the implemented program. The campus principals and campus curriculum facilitators will also be invited to conduct classroom walkthroughs and review lesson plans and provide input on how to align better with the school day curriculum.

In order to ensure that activity/lesson implementation is of high quality an intensive program of professional development will be offered and required for ACE instructional staff. The frequency will be determined by the type of activity. Several of the ACE activities will be conducted by partners, all of whom have agreed to provide lesson plans that meet the ACE lesson plan requirements. The Curriculum Writer/Facilitator will join the partner's designated supervisor to conduct frequent walkthroughs of the activities delivered by the partners to ensure alignment with the lesson plans as written. All ACE schedules of activities will be presented to the campus principal and campus curriculum facilitator prior to implementation for approval and input. An initial ACE activity planning meeting will be held in early August with the campus leadership to determine their desire for activities that meet their academic needs and also for their approval of the other activities proposed in this application. The ACE Curriculum Writer/Facilitator will be responsible for developing a curriculum database and a scope and sequence and activity timeline for all activities at each site. Thus the ACE activities are intentional and focused.

All field trips will be educational only and will support the TEKS. Students will have pre lessons and post lessons that support the field trip learning outcomes.

The evidence based activities that are planned for the ACE program are Reading and Writing enrichment to build fluency; math enrichment to build fluency, engaging science activities to develop student interest in Science, Health and Nutrition activities, swimming, entrepreneurship lessons (project based learning), service learning, homework assistance and targeted tutoring, coding classes, robotics classes, gardening and cooking classes, character education classes, journaling, computer gaming to develop logic and problem solving skills. Parent and family literacy activities are detailed elsewhere in this proposal but are a key area of support provided through this grant. By utilizing the "When I grow Up" curriculum all students will have access to career planning. AVID college prep strategies will be taught and emphasized throughout all age levels. Latin dance, newsletter club, soccer and basketball clubs have been requested by students as activities that they want to participate in.

The grant evaluator will provide input at least every semester as to whether the grant goals are being met and will make recommendations as to any changes that might be necessary to accomplish the grant objectives. Data on targeted tutoring results that will be provided via small group instruction and online math and reading programs will be reviewed monthly by the Campus ACE team – the Site Coordinator and the Campus Curriculum Facilitator. This meeting and the review of the data will determine whether the identified students are making academic progress in their areas of need and what intervention changes might be required. If necessary the school day classroom teacher will be involved in the discussion and planning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD designed its ACE proposal based upon the needs assessment which reflected the campuses that were most in need academically and the campuses that had the largest gaps in comparison to state and district data for student minority demographics, mobility rates, the number of at risk students, LEP students, homeless students, academically low performing students, discipline placements and suspensions. The project is proposing to improve academic achievement of students, particularly African American students; improve the behavior of AA students, improve the number of parents that are able to provide support for their students academically, improve student and family access to healthy food and improve their physical fitness, and improve the college and career readiness of students and families, including increasing the number of parents with GED or equivalent and increase the number of parents able to communicate in English. Four of the eight campuses selected for participation are Improvement Required campuses. All eight campuses have extensive gaps, when compared to other district campuses and to the state, in areas that pose roadblocks to student academic achievement. As described elsewhere in this proposal, in early August of 2016 and in June in future years, the Campus Ace Team composed of the Site Coordinator, the principal, and campus curriculum facilitator will meet to identify the students who failed to meet state STAAR standards or other grade level standards. The parents of the students identified will be sent a personalized letter, as well as a phone call or home visit by the Family Engagement Specialist, and invited to attend the ACE program, explaining how the ACE program will provide extended learning activities that will benefit the child's academic success. Parents and students will be asked to commit to attendance by signing a contract. The Campus ACE team will recommend the type of interventions that the ACE program should implement with the identified students. After the first six weeks of school, the results of the Beginning of the Year Response to Intervention (RTI) screenings will be available for review. The Campus ACE team will review the Tier 2 and Tier 3 RTI students to identify those that are the same as the students identified during the summer review and to recruit for ACE program participation the students and parents of any new students that are identified during the BOY process. The data on these most at-risk students, known as targeted tutoring students, will be reviewed also after the Middle of the Year RTI screening to determine if the type of targeted tutoring is sufficient to meet their needs. If not, the Campus ACE team will recommend corrective action to the parents and the ACE instructors. Targeted tutoring will include small group tutoring with a certified teacher (1 to 5 students per group) and opportunities for the student to use the free individualized research based software programs, Think Through Math, i-Station Reading, and RAZ KIDS reading. All of these are funded either by the District or by the State. During targeted tutoring, teachers will stress fluency in both reading and math facts. Additional focus will be given to African American students. ACE instructional staff will have the opportunity to attend a day of professional development on the best instructional methods to use with minority students. This class will be available as part of the district wide back to school conference for teachers and instructional aides. School day teachers will be recruited first to serve as tutors for these students. Incentives will be provided for these targeted tutoring students to ensure that they are motivated to be persistent. These may be as simple as free dress passes for school day, or lunch with the principal, or ice cream parties.

The ACE partnerships with the Family Service Center, the Children's Center, and the Teen Health Clinic will provide us the opportunity to offer youth development sessions on violence prevention, bullying prevention, character education programs, healthy living programs, small group counseling sessions, family communication techniques, especially at the middle school level. Service learning projects in the community, planned by the students, will encourage these at risk students, as well as build their self-esteem. Participation in the lemonade day curriculum and projects will teach students how to run their own business. All ACE instructors will be trained in AVID (college preparation) curriculum strategies and the ACE Curriculum writer/facilitator will work with the Site Coordinators to develop specific AVID activities at the elementary and middle school level. The GISD District AVID elementary and secondary coordinators have offered their expertise and consultation to the ACE Curriculum writer to assist in developing these strategies.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist will be to implement a dynamic family literacy on each campus, focusing on providing training and tools to parents to help their child become a better student. Additionally, the FES will provide outreach to parents with the class schedules for English as a Second Language Class for parents, GED classes, and to be general resource for principal of the myriad of community resources available to families. The latter will be accomplished through a variety of methodologies, but primarily by creating a family resource center on each campus, so parents know that there is a location where they can find out information they need about resources. Because of the many educational needs of parents and students on the ACE project campuses two of the ACE project objectives relate to first the need for parents to earn their GED and to learn English, to understand secondly how they can help their child succeed in school and how they can provide career and college guidance for their children. The FES will work closely with our partners, SMART Family Literacy, UTMB Teen Health Clinic, Family Service Center, and The Children's Center to schedule and implement their family centered programs at our ACE centers.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work closely with the District Project coordinator, the Curriculum Facilitator, Site Coordinators, and campus principals to develop and implement family engagement events and strategies, to ensure that common needs across each site are leveraged, as well as to develop events that are specific to a center. The FES will meet with the ACE team (listed above) thus enabling collaboration and communication within and across centers. The FES will also meet at least once a month with the Site Coordinator and the campus principal to ensure that both serve the unique needs of each campus and to develop event schedules so that they align with campus activities. The campus principal will recommend the most at risk students for focused recruiting and the FES and Site Coordinator will personally contact the parents of these students to invite the child and the entire family to participate in the ACE program. The FES will be fluent in Spanish to ensure that all documents sent to parents are translated and to provide translation services during family events. The campus ACE team (Site Coordinator, principal, campus curriculum facilitator, and FES) will be responsible coordinating and designing the family academic nights focused on parents learning how to help their child become better students. Each campus will be asked to hold one event every 6 weeks.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The parent survey that was conducted as part of the needs assessment for this grant identified the highest priority needs to be addressed during this grant. 911 parents responded to the surveys on the proposed 8 grant campuses. Of this number 29% of parents do not have a HS diploma or equivalency (GED). 23% of families are non-English speakers. Only 5 % have a college degree. 89% of the students on the grant campuses are economically disadvantaged. Over 41% of the parents without HS diploma expressed interest in taking GED and ESL classes. Over 50 % of the parents surveyed requested classes on assisting their children to be academically successful. The surveys also informed the ACE project that parents are evenly split as to the times they prefer classes to be scheduled (during the day and early evening, and later evening). This data was surprising and informs us that classes should be offered at multiple times to meet the needs of working parents. Only 5 % of the parents at the grant campuses have accessed the parent online portal for student grades and student attendance. The three middle school campuses that are 'Improvement Required' campuses report that only 5% of their parents attend parent or family activities at school. This data informs the activities that the Family Engagement Specialist (FES) will focus on during the grant. Three of the grant objectives are related directly to family engagement, educational development, and family literacy. All family activities scheduled will have a translator available, usually the FES. Objective 3 is to provide classes for parents on how to help their children be successful in school. Family Literacy Math and Reading nights will be scheduled twice every 6 weeks. These events will model for parents how to use fun academic activities with their children at home. A key component of this objective is to increase the parent portal use and access. Classes on accessing this portal will be offered at each campus. The FES will call each parent to ensure they are aware of the availability of the cell phone accessible portal with student attendance and grades and to notify them of the class schedules. STAAR nights will also be held on campuses to assist the parents in guiding their students to success on the STAAR test by sharing test taking strategies and relaxation techniques to lesson test anxiety. Objective 4 is to provide dinner for students daily and to improve the health and nutrition of students and families. Thus the FES will schedule family cooking classes, including family gardening and shopping, to improve the nutritional value of the food choices. The FES will also schedule family physical fitness sessions. All family sessions will focus on family activities to do together. Objective 5 is to improve the college and career awareness of both families and students. The FES will publicize the availability of GED and ESL classes for parents and will set up babysitting services so that parents can attend. The FES will also recruit through phone calls and home visits this information dissemination. The FES will develop classes for parents on how to encourage career focus in their children and how to prepare their students for college. The FES will also assist in facilitating the PARE program to improve the communication between parents and middle schoolers. The FES will also assist the SMART Family Literacy organization in setting up and conducting their programs on family gardens, healthy eating, and reading. The FES will be responsible for the ACE project website on the GISD web site. The FES will prepare flyers for parents to disseminate information about programs and schedules. The FES will set up a Family Resource Center in a convenient location on each campus. This center will include information on the variety of community resources available. The FES will be able to speak and write Spanish in order to communicate successfully with a large number of our parents. All ACE documentation is published in English and Spanish. The FES will compile a monthly newsletter featuring pictures and articles on activities at each campus and publicizing upcoming events. The FES will seek to develop relationships with parents and to build their self-confidence to develop their capacity for sharing their knowledge and skills with other parents.

The FES will also disseminate interest and assessment surveys to parents on the ACE project each semester. This data will inform the project evaluation and will also inform both student and parent activities to provide choice. The FES will serve a key role in the success of the ACE project in meeting the objectives outlined in this proposal. Funds have been provided for the FES to attend one statewide conference on parental involvement and regional meetings with other ACE Family Engagement Specialists.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **3****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **130**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**Total nonprofit schools participating: **1**Total nonprofit students participating:
130

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☒ Documented phone calls☒ Meetings☐ Fax☒ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☒ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☒ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: Holy Family Catholic School	Activity #1 selection criteria	Activity #1 major activities	September 1, 2016
	# of students: 130 # of teachers:			July 30, 2016
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1	Private school students will be bussed to Morgan Elementary School for Program	1	Not enough students to hold on own campus
2		2	
3		3	
4		4	
5		5	

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